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Journal of EDUCATION

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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

All Aboard for Seattle

WHAT is your Intelligence Quotient on the Pacific Northwest? What will it be in September if you go to Seattle? What will it be if you don't go to Seattle?

It is one thing if you simply cannot go, but it will be quite a different thing if you can go, but choose to do something else instead.

What can mean more to you, professionally or personally, than to increase your knowledge of the Pacific Northwest, than to intensify your Americanism, than to give yourself the education that travel always gives?

Where can you invest money that will return a better dividend every year than to put it into railroad fare and hotel comfort?

Suppose it costs $100, or $200, or $300. How would you spread six or twelve or eighteen dollars over a year and have it mean more than the fifty cents a week or a dollar a week or even a dollar and a half a week in using and enjoying what you will learn in such a summer?

How could you spend the time and money so that it would mean more to your pupils week after week, year after year, than to think in larger units because you have met and associated with other teachers from forty-eight states, from Canada, Hawaii, and the Philippines?

What is it worth to you, to your pupils, to your community for you to be a bigger and better American?

Salary Credits

A VERMONT city has attained high professional standardization with the educational leaders of three states, and this professional reputation has been achieved largely because of an outline of policy which follows: An increase of seventy-five dollars to classroom teachers, principals and teachers of special subjects in the Junior High School who have attended approved summer school courses within three years of date of reappointment. Seventy-five dollars more available by special attendance at summer school. There are circumstances under which the earned extra salary may be deducted. It is all skilfully worked out.

Superintendent Cole and Seattle

THOMAS R. COLE has been unanimously re-elected superintendent of Seattle at a salary of $10,000 this year, $11,000 next year, and $11,000 the third year. There is no appreciable opposition to a bond issue of $2,400,000, and two members of the Board of Education are unopposed for re-election. All this indicates the welcome the National Education Association will receive next July.

The famous New York City Survey of two years ago is to be published soon.

Achievement Tests

THE traditional scheme of testing the achievement of pupils and students is so unsatisfactory that some reform has been demanded. The old way has paid a premium upon cheating and has made such a draft upon the time and strength of the examiners that something must be provided that will promote honesty and eliminate waste of time and strength.

V. H. Culp, I. D. Weeks and M. M. Gukin of the State Teachers College, Aberdeen, S.D., have created "Achievement Test Sheets" that go a long way toward solving the vexatious problems. It is in no sense a "time test," but it comes easily within the time at the disposal of the class.

There were 6,140,030 visits by young men to the sixteen branches of the Y. M. C. A. in New York City in 1926. Why not magnify that as much as thirteen suicides in the United States in the first two months of 1927?

New York Salaries

MAYOR WALKER of New York has the Report on Salaries from a committee which he appointed some months ago. This report calls for $14,000,000 annual increase. The superintendent will receive $25,000, the associate superintendents $12,500, district superintendents $10,000, principals of high schools $10,000, of elementary schools various maximums, the highest being $7,000. The teachers receive increases, few receiving more than $3,600, though there are a few "super-maximum" positions paying as high as $5,124.

The Report admits that there is a tendency with women with equal training to prefer business positions rather than teaching, and there is always a liability that influences not strictly professional will reduce the quality of the teaching force unless the salary will attract the best talent. The trend of the Report is to seek the highest possible talent, well prepared.

What Is Your Professional I. Q.?

[Answers will be found on Page 446]

1. In what State was the first School for the Blind?
2. Who wrote "The Brown Mouse"?
3. In what university was the Phi Beta Kappa created?
4. For what was Asa Gray noted?
5. Who was the first president of Stanford University?
6. What university professor invented the testing cream separator?
7. Who wrote "The Hoosier Schoolmaster"?
8. What city superintendent has the highest salary?
9. In what State were four very prominent university presidents of today born?
10. Where will the Department of Superintendence meet in February, 1928?

The increase of $14,000,000 for salaries in no wise disturbs the committee or the City Board of Education.

No Credits for Improvement

TEACHERS and principals in Junior High Schools and grades cannot loaf on the job professionally, and the sooner they realize this the better. The following suggestion by a School Board in a New England city, not in Massachusetts, is a sample of what will undoubtedly be a general policy in every state in the Union: "In case a teacher has obtained no summer credits within six years, that fact alone may be deemed sufficient cause for considering the teacher ineligible for reappointment."

A teacher may improve by personal reading, by visiting other schools, by travel or in some other non-standardized way. It is entirely possible that a teacher can make better use of her time for one or two summers than in attendance upon a summer school. No class of professional educators are making a more honest effort to find ways and means of advancing the cause of education than are the managers of professional summer schools, and if any teacher ignores such service for six years it is safe to assume that he is more desirous for an excuse for doing something non-professional than for professional improvement.

The Poetry Book

[See Review of "The Poetry Book" in this issue.]

FOR the first time there is a scientific Poetry Curriculum for the first nine grades—elementary school and junior high school. For the first time children have passed judgment upon the appeal of verse to classes of children. Fifteen hundred teachers spent two years in learning the appeal of poetry to fifty thousand children, and by various devices and associations classified 759 poems as preferred by 50,000 children in the nine grades in the elementary and Junior High Schools.

Some of us have been protesting for many a day that the practice of having adults decide what children need and desire is ridiculous. There have been all sorts of schemes to have adults test and measure children to see how they compare with adults, but "The Poetry Book" is the first attempt to "test and measure" what children of the first nine grades most appreciate in poetry.

The reputation of any state, of every state, is created by what its children achieve.

This means that a state's rank in civilization is determined by what it does for its children. To hear the children calling makes any state noble. North Carolina's leadership industrially, civically, and socially has resulted from the fact that no man has been a candidate for nomination to any state office for twelve years who has not made "better schools, better health, better roads" his slogan. Any man would strike out in any political game in that state who whined over the budget for schools, health, or roads. It is both tragedy and comedy to have a state try to live on memorials to fathers, when its children make no winnings on civic or industrial, education or religious contests.

All sorts of expert, scientific, financial attention is being given to the production of baby beef because it brings a fabulous price in the market, but there is the bitterest opposition to any attempt to have the government try to produce better children. We have a secretary in the Cabinet to protect little pig sausages from hog meat, but there is no secretary in the Cabinet to hear the children's call for protection from the financial greed of some industries and of some improvident parents.

"The Poetry Book" had 1,500 teachers use 50,000 children in the examination of 900 important courses of study, all the most used school readers, while expert authors examined critically thirty courses of study and thirty textbooks.

The 900 courses of study were from cities, counties and training schools, and 900 of the most often used in these poems were printed in pamphlets, and they were available for children to read.

The final selections were made from a critical study of the tastes of children in Atlanta, Boise, Charlotte, Fall River, Gary, Houston, Hutchinson (Kansas), Kansas City (Missouri), Louisville, Okmulgee, Seattle, and Winnetka.

Most poems were read by an equal number of children in several grades to see in which grade the chief interest was centred.

Since no books of poetry were ever selected as these books were, it goes without saying that there were never nine such books of poetry as "The Book of Poetry"—nine volumes. Prepared by Miriam Blanton Heber, Hubert B. Bruner and Charles Madison Curry, and published by Rand McNally & Company, Chicago.

Secret Thoughts

BY ELLA WHEELER WILCOX

I hold it true that thoughts are things
Endowed with bodies, breath and wings,
And that we send them forth to fill
The world with good results—or ill.

That which we call our secret thought
Speeds to the earth's remotest spot,
And leaves its blessings or its woes
Like tracks behind it as it goes.

It is God's law. Remember it
In your still chamber as you sit
With thoughts you would not dare have known,
And yet make comrades when alone.

These thoughts have life; and they will fly
And leave their impress by-and-by,
Like some marsh breeze, whose poisoned breath
Breathes into homes its fevered breath.

And after you have quite forgot
Or all outgrown some vanished thought,
Back to your mind to make its home,
A dove or raven, it will come.

Then let your secret thoughts be fair;
They have a vital part and share
In shaping worlds and molding fate—
God's system is so intricate.

Belding's Page

THE PURPOSE OF IT ALL

THE major cleavage in educational creeds is between those who believe education is a process of fitting youth for a job, and those who believe it is a preparation for life. A living or a life—that is the question. Which shall it be?

Much of the difficulty is removed when educators perceive that the aim should be two-fold. Certain classes of institutions necessarily stress the one side of education, while certain others stress the other side. But neither kind of institution should be blind to the fact that a graduate should be able both to support life and to live it.

Some one has recently declared that schools and colleges have given training in only about 15 per cent. of the essentials of a job. If that is so, they ought to do better, even though they may be the kind of schools and colleges that lay the emphasis upon the cultural enrichment of the mind rather than upon the material enrichment of the purse.

College years are too often a dreamy period wholly unrelated to anything the student is to do when he gets out into the busy world which jostles dreamers aside with little ceremony—unless their dreams can be translated into something that the world wants and needs.

Certain types of institution, on the other hand, are so narrowing in their effects that their graduates are apt to be opinionated machines, incapable of recognizing anything in the world outside their special fields of knowledge.

A blend of the practical and the unpractical is needed. The material must be made to glow with the ideal and the spiritual. The ideal and the spiritual must be supplied with material foundations. More educators are needed who are willing to see their task in its entirety rather than the one side only that interests them.

FAIR TO BOTH SIDES

DR. CLARENCE COOK LITTLE, president of the University of Michigan, earned and received considerable praise for his wise handling of an awkward situation recently. A pacifist lecturer, Sherwood Eddy, was to speak at the university. Protests were uttered by the Army and Navy Club of Ann Arbor. Dr. Little, instead of canceling the lecture or defying the military folk, gave assurance that a member of the faculty would be present at the lecture and would warn the students that Dr. Eddy was to give but one side of a disputed subject, and that students would do well to keep an open mind and base their final judgment upon reason rather than impulse. Thus the ultra-liberal element was robbed of a grand opportunity to complain of the suppression of free speech, and the other side was obliged to rest content. It was a wise solution of a difficulty which has troubled many a college head and brought many an institution into the newspaper headlines.

THE LONGER SCHOOL DAY

SIDE by side with the trend toward a shorter day of toil in industry goes a trend toward longer hours of schooling. These two phenomena of our age are not unrelated. The shorter day in industry has created a different sort of home, with more distractions for every member. The time which used to be set apart for study—in some homes at all events—goes for other things. This constitutes one reason for the movement upon the part of schools for a lengthened day of instruction.

Another reason is the dissipation of attention during the school day itself—the numerous new subjects in the curriculum which take time from the matters which have always been deemed fundamental.

An extra hour, or two hours, given over to concentrated study under wise guidance, will help to make educational opportunities alike for all pupils. The dangers to be guarded against are—fatigue of boys and girls and teachers, and a feeling on the part of all concerned that they are being "kept in" for punishment.

STATUE AND PEDESTAL

WHICH is more important—the Statue of Liberty or the base upon which it stands? The statue would lose most of its effectiveness if it were set down upon the ground. And the base without the statue would be a meaningless mass of masonry.

That human character which would enlighten the world must be built upon a pedestal of practical skill and knowledge. But it must be something besides a pedestal.

Anson W. Belding

Associate Editor.

P.S.—The writer of this page will be glad to hear from readers, in criticism or discussion of points here raised, or upon other educational matters which may be of timely interest.

Important Feature of Dallas Meeting

By O. T. CORSON
Oxford, Ohio

IT IS GRATIFYING to note the many favorable comments on the Dallas meeting, its strong program, and the fine spirit which characterized all its sessions. There seems to be universal agreement that in excellence, interest and influence this meeting has never been surpassed, and there are many who believe that it has never been equalled. So far, however, I have seen no reference to a most important feature of this meeting which should become the permanent policy of the Association in all its meetings, both summer and winter.

In the past few years there has been general regret on the part of all members of the Association, who still believe that reverence for sacred things is of fundamental importance in character training, that no consideration whatever seemed to be given to the observance of the Sabbath day. School exhibits and registration headquarters were open the same as any other day. Wholly unnecessary committee meetings were held and business transacted. In fact, so far as the business activities of the Association were concerned all days were alike.

It is not necessary to be an extremist to recognize that the ten commandments still apply to human conduct and that one of these commandments specifically enjoins the observance of the Sabbath day. Evidently with this thought in mind Dr. Condon, the president of the Association, wisely determined to make a change. School exhibits and registration headquarters were closed on Sunday. At his request committee meetings were held on week days, as they should be. Attention was directed to Sunday as a day of rest rather than of work. Of course there were some individuals who declared it could not be done, but it was done, and no one suffered any serious inconvenience as a result. The right thing can always be done if done in the right way. All that is needed is a conviction that it ought to be done, courage to act on the conviction, and the right spirit of procedure. All of these Dr. Condon manifested in all that he said and did in connection with the Dallas meeting.

If the leaders in education are reverent in their attitude toward the things which are of fundamental importance in life, and show by their example that they place the emphasis on spiritual rather than material values, their influence will permeate the entire system of schools under their direction. It is upon such influence we must depend for the character training of the youth in our public schools and colleges, rather than upon the propaganda which is so prevalent at the present time, and which is in some instances positively harmful because of the indefinite, apologetic, and compromising attitude which it assumes toward the eternal verities.

The Dallas meeting will be remembered for the high spiritual plane on which it was conducted and for Dr. Condon's insistence that "a becoming deference to the best sentiments of a Christian people" should be shown in a proper observance of Sunday.

Watch Yourself Go By

BY STRICKLAND W. GILLILAN

Just stand aside and watch yourself go by;
Think of yourself as "he," instead of "I."
Note closely, as in other men you note
The bag-kneed trousers and the seedy coat.
Pick flaws; find fault; forget the man is you,
And try to make your estimate ring true.
Confront yourself and look you in the eye,
Just stand aside and watch yourself go by!

Interpret all your motives just as though
You looked on one whose aims you did not know.
Let undisguised contempt surge through you when
You see you shrink, O commonest of men!
Despise your cowardice; condemn whate'er
You note of falseness in you anywhere.
Defend not one defect that shames your eye—
Just stand aside and watch yourself go by!

And then, with eyes unveiled to what you loathe—
To sins that with sweet charity you'd clothe—
Back to your self-walled tenement you go
With tolerance for all who dwell below.
The faults of others then will dwarf and shrink;
Love's chain grow stronger by one mighty link—
When you, with "he" as substitute for "I,"
Have stood aside and watched yourself go by.

—The Forecast.

Ideal Teacher the Greatest Need

By EUGENE BERTRAM WILLARD

Chelsea, Massachusetts

IN THE two great teachers, Pestalozzi and Arnold, the Christ spirit is the first and creative quality. The two men were very different in many respects, as in nationality and language and social environment. Arnold possessed the resources and opportunities of a splendid school which was at his command. Pestalozzi had only such pupils as he could gather up out of adversity. Arnold worked principally in the realm of the natural sciences. In the nature of the one, religion was explicit, in the other, implicit. In the one the religious trait was most prominent; in the other, the ethical. But in whatever form appearing, and through whatever area of concrete manifesting itself, in both these men alike the Christ spirit was the mainspring, the creative power of great effectiveness. Through Greek and through botany indifferently, it worked to the formation of a true and full manhood in teacher and taught alike.

Together, then, Pestalozzi and Arnold form an excellent illustration of the truth that Christianity has a fundamental place in the making of those better teachers which our advancing civilization stands in urgent need of. From them we may form a picture of that ideal teacher in whom all desirable qualities shall be intensely developed and combined in perfection. The world needs today more than ever before teachers whose every curve of face, every motion of hand, every tone of voice, and every glance of eye are nutritive and full of growth causing power. Our present age demands teachers who sow like the sower in the painting by Millet. There must be a sure, swift penetration of the seed to its proper place. There must be no mere superficial deposit of it. The ideal teacher will establish a vital union between seed and soil. Truths that are uttered will keep repeating themselves in the mind, and will invade new areas of the being; with a direct and rapid penetration they will root down.

Today we need teachers from whom vivifying sunshine will pour out, a nutritive light constantly beat on the pupils in the classroom, a warm sunshine of joy ever pulse out. It must beat upon the precious souls about the teacher till the seed sown in them germinates, dull fibre starts into vision, and those new souls, out of which a new and better race is in the making, appear. This nutritive light pulsing and radiating from the soul of the teacher is but part of that light which is to light the whole world.

The ideal teacher will rise above materiality, above all kinds of hesitations and above all those conditions or situations that have had their origin with misconceptions of the past. The ideal teacher will take higher ground and forever higher ground. The ideal teacher will rise into the full glory of the light, and see things as they really are; and every teacher with blessed sunshine in his or her soul knows that whatever one may wish to do, or whatever course one may wish to pursue, there is a fountain of power and wisdom forever waiting to renew the teacher's strength and to fill the teacher's body, mind and soul full to overflowing with the marvelous life of the true pedagogic spirit.

Outside of the classroom the ideal teacher will live a good life and the living of a good life does not merely mean to be moral, charitable and kind; but has a meaning infinitely larger than this. It is not sufficient merely to obey a few of the laws of life; the ideal teacher will obey *all* the laws of life, the mental and the spiritual laws as well as the moral and the physical. Indeed the whole of life, from the simplest in the without to the most wonderful in the within, must be lived harmoniously, scientifically and constructively; and every law in the physical world, the mental world and the spiritual world must be conformed with according to a man's highest light and understanding.

The teacher who lives his or her best according to this ideal will not only deserve the best, but will constantly receive an ever-increasing measure of the best. Such a teacher will build with both hands. Such a teacher will not confuse, through the violation of mental law, what may have been perfected through conformity with the moral law. They will place in action only actions that build, whether those actions arise in the body, in the personality, in the mind or in the soul; and when the teacher places in action only actions that build, then will it be realized that such a teacher shall not only receive the full measure of what he or she deserves at every step of the way, but shall also ascend continuously towards the highest goal of attainment and realization conceivable.

Letters of a Superintendent

SCHOOL PUBLICITY

To the Principals:—

The public schools represent the poorest advertised business in America. Probably most school people would be surprised to know the percentage of school publicity that is bad publicity. If a teacher uses corporal punishment, that is liable to be published as news. Anything and everything derogatory to the schools is accepted as news worth publishing.

There are two important reasons for the lack of favorable school publicity. The first is that school people are inclined to consider even outstanding achievements as merely matter-of-course, all in the day's work and nothing to get excited about. The second is the natural feeling of modesty which a teacher or principal has toward his own achievement or the achievement of his pupils. I am not sure but this second reason is closely related to Mr. Inferiority Complex.

Adoption of a plan for the presentation of school news and a systematic policy of school publicity is the one and only thing which I have urged upon principals from time to time without results. Other cities make much of school publicity with results that are beneficial to the schools. That school publicity is a good thing is no longer a theory. Can't it be put over in your city?

—

The Burden

BY MARIANNE FARNINGRAM HEARN

To every one on earth
God gives a burden, to be carried down
The road that lies between the cross and crown.
No lot is wholly free:
He giveth one to thee.
Some carry it aloft,
Open and visible to any eyes;
And all may see its form and weight and size.
Some hide it in their breast,
And deem it there unguessed.
Thy burden is God's gift,
And it will make the bearer calm and strong;
Yet, lest it press too heavily and long,
He says, Cast it on me,
And it shall easy be.
And those who heed his voice,
And seek to give it back in trustful prayer,
Have quiet hearts that never can despair;
And hope lights up the way
Upon the darkest day.
Take thou thy burden thus
Into thy hands, and lay it at His feet;
And, whether it be sorrow or defeat
Or pain or sin or care,
Just leave it calmly there.
It is the lonely road
That crushes out the life and light of heaven,
But, born with him, the soul, restored, forgiven,
Sings out, through all the days,
Her joy and God's high praise.

—Virginia School Messages.

N.E.A.–Seattle

The "Olympian," famous transcontinental train operated by Electric power for 660 miles over four mountain ranges.

THE MILWAUKEE ROAD

TEACHERS—Principals—Superintendents—you should make every effort to go West this Summer. Attend the big N. E. A. Convention at Seattle and take advantage of the opportunity to visit some of the most interesting and picturesque parts of the North American Continent under most favorable conditions and at a nominal expense.

En route stop over at Gallatin Gateway, Montana, and make a side-trip to wonderful Yellowstone Park through the newest and greatest entrance—Gallatin Gateway.

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What Shall Our Children Read?

By WALTER TAYLOR FIELD
Chicago, Illinois

IN ANY discussion of literature for children we are met at the outset by the fact that no two children are alike. Much misunderstanding and waste of energy has arisen from considering children as a class and disregarding the individual child. We attempt too often to administer literature to our children as Squeers administered his treacle to the boys of Dotheboy's Hall. It is true that childhood has certain common wants which we must recognize, but we cannot expect all children to like the same books any more than we can expect them all to like the same food or the same clothes. The element of prime importance in their literary training is to awaken in them a love for reading, and in order to do this, care must be taken not to oblige them, at the start, to read what they do not like. Their reading should be made a delight, not a duty.

> "I have no patience with people who are afraid that fairy tales will give to children false ideas of life. Childhood is a time of glorious freedom from restraints of flesh and sense. The world of imagination is then a real world, and gnomes in mouse-skin are vastly more important members of the commonwealth than bankers in broadcloth."

The first thing for us to do, therefore, is to divest ourselves of the notion that our boy or girl must read good books whether he likes them or not. Until the reading habit is well formed we must look for good books that are within the range of his taste. The experience of generations of children has marked certain books as suited to the average child, and the last generation has seen this list greatly extended. Such a list of books arranged by years according to the time at which the average boy or girl can best assimilate them, is exceedingly useful as a working basis upon which to begin our experiments. But it cannot be considered final. If one of the classic tales of childhood proves distasteful or if it fails to awaken interest, we should lay it aside for a time and seek something else. In most cases it will be found that when a standard book fails of appreciation it is not that the child is organically unfitted to it but only that he is not yet sufficiently developed. The difference in mental development among children may be due to various causes aside from their natural habit of mind. Ill health, nervous tension, lack of fresh air or proper exercise contribute to retard the process. Often the eye is the seat of difficulty. A visit to the oculist and a pair of spectacles, properly fitted, relieves the strain and is followed by increased mental power. Often the difference in development between two children is simply constitutional.

Some years ago I began to read Hawthorne's "Wonder Book" to my small girl at the age of seven. Her brother had, at the same age, heard and enjoyed it, but she took no interest in it. To have persisted in reading it to her would have aroused a dislike for the book which she would probably never have overcome. So we laid it on the shelf, and instead read George Macdonald's "At the Back of the North Wind," and Seton's "Biography of a Grizzly"—which thoroughly delighted her. About a year later she became interested in the story of Perseus, an outline of which she had heard in school. She asked me to tell her more about it. I read her a few pages from the "Wonder Book," and she was so pleased that I knew the time had at last arrived for her to have it. After reading the myth in the "Wonder Book," I read it to her in Kingsley's "The Heroes," and asked her which she liked the better. She thought she preferred Hawthorne's version, while her elder brother, then ten, who also listened, although he had heard it before, was sure that Kingsley's was much finer. A year later she thought so too.

This is an instance of the kind of experimenting that one must do, to fit the book to the child during the period of development. Ordinarily the gateway to literature is Mother Goose, which the child learns in the nursery. This may be accompanied by animal stories, simple stories of child life and Lear's "Nonsense Rhymes," although the nonsense rhymes are best appreciated a little later. The next step is the classic wonder tales which introduce fairies, talking animals, and all sorts of marvelous occurrences. Among the best of this type are "Cinderella," "Puss in Boots," "The Frog Prince," "Hop-o'-My-Thumb," and "Beauty and the Beast." Here, again, we must consider the disposition of the child. Many

children do not like "Little Red Riding Hood." One of my children dreamed of a wolf—not once but for many nights after hearing the story. The wolf continued to be his bête noir for many months, until we read the Jungle Book as a corrective, and this seemed to give him a kinder feeling toward wolves in general. If a child is sensitive to these impressions of fear, it is cruel to persist in reading or telling him such stories. Postpone "Red Riding Hood," "Jack and the Bean Stalk," "Polyphemus," "The Forty Thieves," and all that sort of thing and wait for the child to grow stronger. These tales are not particularly good for young children, anyway, and if you succeed in getting the little nerves accustomed to them, you may be creating an appetite which will later demand murder stories and yellow-covered fiction. There is a stage in the child's development, varying in time and extent in different children but usually beginning at about six or seven years of age, when the desire for the grotesque and the frightful is strongly marked. Then is the time to bring out your ogres. I do not mean to overwhelm the child with them, but simply to satisfy his craving while at the same time supplying him with good, interesting story material that will divert his mind into less sanguinary channels.

Following the classic nursery tales or folk-lore stories—which come from various sources and are handed down to us through Perrault, Grimm, Madam D'Aulny, and others—come the fairy tales of Hans Christian Andersen. These are characteristically different from the folk tales, being not the product of popular tradition but the work of a single mind, unusually imaginative, sympathetic, pure, full of simple poetry—essentially a child mind though endowed with the strength of a man and of a scholar. Andersen makes use in his stories of much of the materials of the folk-tales, but he infuses it with a moral spirit and gives it a meaning which distinguishes it. No better material can be found for the child of from three to nine or ten years.

I have no patience with people who are afraid that fairy tales will give to children false ideas of life. Childhood is a time of glorious freedom from the restraints of flesh and sense. The world of the imagination is then a real world, and gnomes in mouse-skin are vastly more important members of the commonwealth than bankers in broadcloth. "Shades of the prison house" will close around your boy all too soon. Bonds and mortgages, discounts and margins will force themselves upon his consciousness. If you would have him able, in middle life, to escape occasionally from the prosaic round of business, to look up at the stars, to read and appreciate great poetry and come back to his

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work again with wider horizons and a spiritual uplift, do not neglect the fairy tale and the myth, for in them are the elements of all imaginative literature. We pity the blind man who is obliged to guide his footsteps solely by the sense of touch, but there are thousands of men and women in this world who grope their way through life seeing nothing that they cannot handle and imagining nothing that they cannot see. These are the men and women who think it nonsense to read fairy tales to children and who prefer to stuff the little brains with useful information. A so-called "practical" education, which means a one-sided education, may be the means of adding a few dollars to the bank account, later in life—I do not think it will—but if it does it will be at an incalculable sacrifice. The spiritual life needs education and development quite as much as the intellectual and the physical.

The fable is another important division of folk-lore. This is a story with a moral purpose—generally outside of nature, though the supernatural element is not so pronounced as in the myth or fairy story, and consists, for the most part, in giving to animals and inanimate objects the power of thought and speech. When we speak of "Æsop's Fables," we generally mean all the fables that have come down to us through the Greek. Æsop probably originated few of them but took them from older sources. La Fontaine's Fables are partly Æsop's (or Greek) and partly Arabian, retold in verse. A good metrical translation has been made by Edward Shirley and published in Edinburgh by Nelson's Sons. This is adapted for reading about a year later than the prose Æsop.

The myth, like the fable and older fairy tale, is a folk story handed down to us from a primitive period when men and women were more childlike than now and when the imagination was less confined. Children do not see all the symbolism that is in the myth, but they get hints of it. The Greek myths are the most important educationally. The Norse myths have more vigor but are also coarser. The myths of our North American Indians, which have recently come into prominence, possess many interesting features, and are particularly attractive to children.

The myth blends almost imperceptibly into the legend, which, in turn, merges into history. The legend has to do with those heroic figures, half-men, half-myths, which appear in the dawn of history. Jason and the Argonauts, Odysseus and Agamemnon, in Greece; Romulus and Remus, Horatius, Cincinnatus, in Rome; Roland and Oliver in France; King Arthur and his Knights, and Robin Hood, in England; Tell, in Switzerland, are all on the borderland between myth and historic fact. Some are more authentic than others, but all are surrounded by a web of imaginative story—not only of great interest to children but containing the foundations of much of the world's best literature.

The legend leads imperceptibly into history. It was my plan in reading to my own children to begin with Greek history at about eight years. The reading of the Greek myths has already prepared for this. Shaw's "Stories of the Ancient Greeks" and other similar books review the myths and legends, and give simple accounts of the most dramatic events in Greek history. During the same year I read the "Odyssey" in Professor Palmer's prose translation—by far the best of the translations for children's use, as it is not difficult and preserves finely the spirit of the Greek. The Life of Themistocles and perhaps a few others of the Greek lives from a simple edition of Plutarch—Ginn's edition in the "Classics for Children" is good—will be appreciated by some children at this point.

The next year Roman history may be taken up in the same way. An easy story-history like "Guerber's Story of the Romans," or Harding's "The Seven-Hilled City," forms a good basis. In connection with this, read Macaulay's "Lays of Ancient Rome," and some of the Roman lives from Plutarch, particularly those of Coriolanus and Caesar. Some children with this knowledge of Roman history will be interested in Shakespeare's "Julius Caesar," Bulwer's "Last Days of Pompeii," and Lew Wallace's "Ben Hur."

The next step will be the reading of English history. There are many good simple histories of England—of which Miss Tappan's "England's Story" is one of the best. This I have read simply as a thread to connect a series of stories, plays, and poems, and to give them their proper historical perspective. Sidney Lanier's "The Boys' King Arthur," and perhaps "The Knightly Legends of Wales" will come first, with Lowell's "Vision of Sir Launfal"; then "The Talisman" and "Ivanhoe"; then Howard's Pyle's or Miss Tappan's "Robin Hood." Scott's "Tales of a Grandfather" may be read during this year, and Jane Porter's "Scottish Chiefs," also one of the simplified prose versions of Chaucer's tales and Charlotte Yonge's "The Prince and the Page."

We may now read chronologically one or two of Shakespeare's English historical dramas, if your audience is ready for them—otherwise not. Scott's "Quentin Durward," and his three historical poems are a good substitute—also "Kenilworth," "Old Mortality," "Rob Roy," and "Guy Mannering." Ainsworth's "The Tower of London," Dr. Hale's "In His Name," Blackmore's "Lorna Doone," Goldsmith's "Vicar of Wake-

field"; then approaching more recent times, Dickens' "A Tale of Two Cities," and Martineau's "The Peasant and the Prince." With these a little book of poetry, entitled "English History, told by English Poets," edited by Katharine Lee Bates and Katharine Coman, is exceedingly valuable.

Two or three years may be spent thus in the reading of English history and the literature growing out of it. It will not be possible to read all the material suggested, but select that which seems best adapted to the particular cases. Then American history may be taken up in the same way. It will be well to arrange the readings in American history so that they may co-ordinate with the history study in the school. It would crowd upon the limits of this discussion to pursue the course in detail. The suggestions already made in connection with English history sufficiently indicate the method.

It will be objected that the readings suggested from the ninth to the fourteenth years are too largely historical, but the historical method is used only to unify and give coherence to the whole. The course should be lightened by the introduction of nature books, poetry and pure fiction, supplementing the line of historical department, but it will be found that a story like "Ivanhoe" or a play like "Henry IV" or a poem like "Marmion" will mean altogether a different thing to a child if he hears it for the first time in its proper setting, and has been prepared to understand it, by learning something of the times in which the scenes are laid. And while he is appreciating literature he is at the same time learning history in a very vital way and storing up impressions that will be permanent. No later study of history that he may take up in school or college will ever mean so much to him as this acquaintance and contact with the men and women and children of the past, at a time when they seem to him alive.

I have spoken of nature books as an adjunct to the course, and as a means of giving it variety. Children cannot pursue a single line of thought as long as their elders without weariness, and when the course of history reading tires them, we should always have a bright, entertaining book ready upon an entirely different topic. The average nature book for young children is a delusion. It is neither fish, flesh, nor fowl. Too weak to teach anything, too dull to be interesting, it is neither literature nor science nor a story.

But there are some nature books which are real literature. Burroughs has written some of them, and Seton and Long and Dallas Lore Sharp and Clarence Hawkes and C. G. D. Roberts and several others. More important than the actual information conveyed in these

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books is the spirit of sympathy with nature which inspires them. No child can read them without feeling drawn a little closer to the wood-folk and without recognizing the tie which unites all God's creatures in a common brotherhood.

Long's and Seton's books may be read to children from seven to ten. Burroughs and Charles Dudley Warner are best appreciated a few years later, while Thoreau, still the greatest of American nature writers, is hardly sure of a welcome until high-school age has been reached.

There are not enough good books of travel for children. "Zig-Zag Journeys," "The Bodleys," "The Boy Travelers" and "Family Flights" were good in their day, but they are now out of date. Some of Paul Du Chaillu's books, notably "Under the Equator" and "Lost in the Jungle," are still good and as absorbing to boys as ever. A few of Captain Mayne Reid's books are admissible, "The Bush Boys, for South Africa," "The Young Voyagers, for Canada," and perhaps "The Boy Hunters." Dana's "Two Years before the Mast," Boyesen's "Boyhood in Norway," Schwatka's "Children of the Cold," Bayard Taylor's "Boys of other Countries" and "Views Afoot" are good. The "Peeps at Many Lands" series, and a good series of geographical readers—of which Miss Allen's "Geographical and Industrial Studies" are among the latest—will give plenty of material from which to select.

There is a wide range of fiction adapted to children and not included in our historical course. The old classics, "Robinson Crusoe," "Gulliver's Travels," "Pilgrim's Progress" and the "Arabian Nights," never lose their interest. To these we may add "Heidi," "Pinocchio," "Little Women" and "Little Men," "Rebecca," and a score or more of other pure, interesting and uplifting stories. The "Dr. Dolittle" books will be enjoyed by younger children for their delightful nonsense. The efforts of teachers and parents to discourage the reading of fiction by children are sometimes carried too far. Fiction, itself, is not an undesirable form of literature, either for children or adults, unless read to excess. In no way can the deeper meaning of life, the establishment of high ideals and the worth of character be so surely and effectively taught as by concrete example. But the kind of fiction which we must keep away from our children is the story which is untrue to life, which arouses the baser passions, which glorifies or excuses brutality or vice or hypocrisy, and not only this, but also the lukewarm story which offers moral platitudes so offensively as to make morality distasteful. Most children at a certain age will read almost anything that is not too hard to understand, and the milk-and-water fiction which is neither very good nor very bad is having a baneful influence. It is weakening the mental powers of children, accustoming them to "easy reading" as a means of consuming time, dulling their appreciation of that which is strong and virile—in short, bringing about a state of general intellectual debility. It would be better for them not to read books at all than to fill their heads with this sort of stuff. Good fiction is a noble thing, but poor fiction is the most inexcusable use to which paper and printer's ink have ever been put.

Poetry I have not considered as a division of literature in itself. It may be given as many divisions as prose and is quite as important in any course of reading. Accustom your children to poetry from an early age. Train the ear to appreciate its rhythm, the imagination to grasp its subtleties of thought and expression. Poetry is the food of the soul, and whether in the ballads which are adapted to earlier childhood or the lyrics which follow soon, or the stately epic or the moving drama, it is altogether the highest form of literature which we possess, and the most profoundly influential. The taste for poetry must sometimes be cultivated, but there is rarely a child who does not have somewhere in his nature a spring that will respond. Only do not begin too high. Stevenson must come before Browning.

We have gone in a very superficial way over the materials which enter into the foundations of literature—the basis of a liberal culture. Many a man and woman has tried to build a superstructure on the sand; others have gone back and relaid the foundations when they should have finished that years before and have been working on the upper courses. The building is never completed but it grows more beautiful as we advance. Is it not worth while to begin early and build well?

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How Does the Devil Look?

By LUCIA AMES MEAD

Boston

(Continued from last week)

HOW about "Dad," the Senator, up for re-election next year? To vote or not to vote for the measure that his constituents are dead set against? That is the question. "Cantankerous Ku Kluxers, narrow-minded fools! Why can't they let me vote as the country and common sense demand? What is a man to do when he gets a thousand letters a day telling him that the World Court means doom and damnation for America and death to any hopes of re-election? Hal mustn't have to work to get through college and the household scrimp, and I give up my Europe next summer to stay and wage campaign, and that's just what it means if I stand out against this insane avalanche. There'll be a majority for the bill anyway, without me. After all, has a representative of the people the right to set up his own judgment against theirs? Ought I not to consider my constituents?"

"I'm in a peck of trouble, Fannie, and only you can help me out. I forgot to make up that week I missed on Spenser's 'Faerie Queene,' and what does Professor Grant do but suddenly demand a theme tomorrow on the whole tiresome stuff, and I don't know one think about it. Now you know everything about all that. If you'll write the theme for me to copy I'll do your little brother's problems and get him out of his scrape; he just came to me almost in tears, for he'll have to miss the skating carnival if he makes up all that back work. and you know he is such a crack skater and wants to win the prize. There's no use offering you anything, you dear, but Jimmie wants this so awfully and you see it will keep us both from disgrace. If I get any more C's or D's, it's going to cut me out from graduation, and Dad will be in a towering rage. What? Not fair! I know Dad wouldn't care. He got through college just that way himself."

Fannie meditates. "She's the dearest thing, and has done no end of kind things for me. One musn't be a prig. If I write the theme the responsibility isn't mine if she chooses to pass it off as hers."

The merchant sat in his counting room thinking. He was a church member; but business is

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business. He had his competitor right where he wanted him. Private information had come that would enable him to get the bid and clear a cool $100,000, if he could keep from his competitor the information of some of the conditions of the project. It would not mean lying of course, only keeping still and appearing not to know when he was questioned. He was not going to use the profit for himself. Not at all. He was going to be a benefactor. The new hospital which he was giving his native town sorely needed that money. "Aren't the needs of the many the paramount concern? Doesn't the Golden Rule say 'them'? This is a question of one man's good or that of many."

The widow sat pondering over her daughter's choice. Life had been hard until now. She knew what it was to patch clothes and to scrub floors, to go without music and the beautiful things of life which her soul longed for. Of late, since her uncle's legacy, life had become easier, and her being expanded like leaves shriveled by drought, when the rain comes. There was promise of a happy future for her daughter, for the banker's son, a clean, fine fellow, was pressing his suit ardently. But, by perverse fate, the girl seemed infatuated with an artist who would have to keep her waiting long before his genius could win for her the support which her delicate constitution required. There would be children, and dish-washing, and darning in a little apartment, and the same long years of humdrum work and worry which had blighted her own marriage to a poet who could never make ends meet. Her daughter idolized her and she could sway her choice.

The reverend gentleman sat in his study with his head bowed in his hands. The wealthiest man in his parish had just left after an offer to treble the whole church's missionary contribution for the year if he would give up his course of Sunday evening sermons on social problems and "deal strictly with religious questions which don't arouse disturbance and upset the minds of hot-headed young folks." The aforesaid young folks were largely his factory workmen allured for the first time to church attendance because the minister was dealing with questions that they could understand and was finding them out "where they lived." They were beginning to care now for what the Carpenter's Son thought about social problems. The minister's brother was a missionary and his salary had been cut one-third last year when a deficit in the treasury was reported. Which are more to be considered, missionaries or factory hands from Lithuania or Poland? Is it prudence or bravado to keep on and defy a large contributor?

Student Government—II

By R. O. BILLETT
Painesville, Ohio

V.

The very existence of a system of student participation makes the introduction of needed reforms in school procedure easy and assures the new method, rule, or whatever it may be, of thorough trial and a fair chance to prove its merits. Some general reforms and innovations which the student council has sponsored and helped to perfect during the past three years are:—

(1) An honor system of excuses to replace the usual excuse brought from home.
(2) A merit system for rewarding pupils for right social and civic attitudes and for punishing pupils for wrong social and civic attitudes. This system replaced the "make-up room," "keeping-in-after-school system," etc.
(3) A point system to regulate participation in extra-curricular activities.
(4) A system for grading the character traits, self-control, reliability, co-operation, and courtesy, and entering these grades along with grades in the regular subjects.
(5) A system for control of clubs in the matter of granting charters, regulating membership, etc.

In addition to these general reforms made possible by the existence of student government, innumerable more specific tasks are accomplished during the year by the permanent committees. The following statement of typical tasks is intended to be suggestive, merely, of what the various committees accomplished in Harvey High School during 1925-26.

The athletic board planned, supervised and controlled the entire athletic program of the school. This included the usual extra-mural schedules in football, basketball, track, etc., and also an extensive intra-mural athletic program.

The finance board supervised the finances of the entire school. The books of all treasurers were audited once a month. Type-written financial statements, showing receipts, expenditures and balance of every organization in the school, were issued once a month. These statements were posted on the school bulletin and

printed in the school paper. The school money was banked in a general fund and each organization might check out whatever it had deposited. All bills over one dollar were paid by check. Uniform accounting outfits were furnished all treasurers.

The Anvil board published a weekly newspaper which received honorable mention in the state journalism contest conducted by the Ohio State University. Twenty-five issues of this paper were published. An excellent annual was issued at an expense of thirteen hundred and fifty dollars. All money was raised by the students through advertising and subscriptions.

The merit board handled the work of administering the "merit system" of the school. This involved much detailed work. A complete description of the system cannot be given here. It is sufficient to say that each pupil in the school is given one hundred merit credits at the beginning of each semester. The pupil may lose these credits for social or civic offenses (such as inexcusable absence or tardiness, lying, cheating, etc.). All excuses for absence and tardiness were read by the merit board and doubtful cases investigated. Penalties inflicted by the merit board consisted of the loss of merit credits. The number of merit credits retained by each pupil at the end of the semester was recorded in the permanent records of the school. When a pupil graduated the average of his eight semesters' merit credits retained was placed on the college certificate as his "Social and Civic Index." This gave students an incentive to retain merit credits. Another incentive was the rule of the council that no one hold any position in the school, not even membership in a club, if his total merit credits were reduced below eighty in any one semester.

The traffic board controlled the passing of classes and assisted with fire drills. The board did its work so efficiently that five hundred and fifty students regularly exchanged classes in slightly less than two minutes time.

The library board divided its duties so that one member was assigned to the library during each of the seven periods of the school day. Their business was to enforce, if necessary, the student council rules of conduct for the library. No paid librarian was employed at any time during the entire year. A record of books, lent and returned, was kept by members of the library club, which arranged to have one of its members in the library at each period.

The noon board enforced the student council rules for conduct during the noon hour. To assist in maintaining proper noon conditions they planned many excellent programs. These programs were given in the assembly hall and were open to all students who cared to attend. The talent almost invariably came from the

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students. The noon committee also supervised the gymnasium and kept it open for games at the noon hour.

The building and grounds board worked out a plan for the inspection of home-rooms and lockers each semester. The plan was arranged in the form of a contest. Home-rooms were scored as to condition of blackboards, desks, floor, effort toward making the room more attractive, etc. A prize went to the home-room that scored the highest number of points. The low-point home-room was required to clean up the school grounds as a penalty.

The social board planned and supervised the social events of the year.

The assembly board planned and supervised the weekly assemblies, or meetings of the student association. The president of the student association presided at these meetings or appointed some other student to preside. The programs aimed at information, inspiration, and recreation. Outside talent rarely appeared. Only occasionally did the principal or faculty members occupy the platform. During the year more than half of the students of the school appeared in some capacity before the entire school in these assemblies.

The honor study hall board during 1925-26 rendered a service to the school probably unparalleled in public schools anywhere. To explain this service a little history is necessary.

At the beginning of the second semester of 1923-24 about fifty mid-year freshmen entered high school. Since no increase in faculty was provided it became necessary to make careful plans for handling this increment of students. The plans finally shaped themselves so that a certain mathematics class would be necessarily very large or a teacher would have to be removed from one of the study periods to take care of part of the class. The student council was challenged to provide a committee to check attendance and control the study-hall, thus releasing the teacher for service in the classroom. The council accepted the challenge. They solicited through speeches the co-operation and approval of the students assigned to the study-hall. They procured signed pledges of co-operation from each of the one hundred fifty students in the hall. The council then submitted a list of twenty nominees asking the study-hall group to elect from the twenty a committee of four of their number to have charge of the hall.

The experiment was an outstanding success in the judgment of students, teachers and principal.

During 1924-25 the new council managed two honor study halls with marked success. They left a challenge to the council of 1925-26 to manage the study-halls of the entire day, seven in number. The challenge was accepted and during 1925-26 the principal and faculty of Harvey High School were treated to a sight good for those who are continually hearing about the irresponsibility and depravity of the coming generation. Day in and day out throughout the entire school year the students dispersed and assembled every forty-five minuates in orderly fashion. The groups numbered from one hundred and forty-five to two hundred and twenty-five students, quite a sufficient number to "start something" if they had wanted to do so. There was no teacher present to check attendance or "keep order," yet the average of conduct was immensely superior to the average conduct in teacher-controlled halls. Each student was pledged to do his part, and he did it. Not a boy or girl refused to sign the study-hall pledge of co-operation. Many who witnessed or have heard of this project were impressed with the fact that the students were dispensing with the time of one and "one-sixth" teachers in the study-hall and a paid librarian in the library—a saving to the board of education of over $3,000 a year. This is noteworthy. But the educative effect of such wholesale exercise of self-control and assumption of responsibility simply obscures the money element entirely. The writer considers this project just described as the pinnacle of student government achievement. The boys and girls of any school can do it and similar things if given a chance and guidance. Such projects are thought of only under a plan of student participation in the control of the school.

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Early Emotions Affect Character

By CHARLES H. JUDD
School of Education, University of Chicago

EXPERTS on nervous and mental diseases tell us that the roots of many, if not most of the mental disorders which come to unhappy fruition in adult life reach back into the experiences of early childhood. The infant experiences a shock of some kind and long years afterwards the adult becomes thoroughly and disastrously disorganized as a consequence of the cumulative disturbances which gather around the nervous effects produced by the original shock. There is a strong school of psychiatrists who believe that the best treatment that can be given to a disorganized individual is to bring back, if possible, to explicit consciousness the original experience which caused the shock.

Such statements seem to be difficult to reconcile with the ordinary view that the development of character and of mental life in general is dependent on the slow process of education. But there are certain attitudes which cannot be cultivated by the method that I have described. For example, we cannot give children a full and adequate experience of property by exposing them once to a single concrete specimen of property and then leaving the initial attitude thus started to accumulate automatically. We can start children on the route to selfish desire for the possession of everything they see, but this we know full well will not prepare them for later life. So we try to teach them thrift and generosity. We try to develop the right attitudes toward the possessions of others. The final adult attitude toward property is something like the childhood attitude of fear or liking in that it is strongly colored by personal emotion, but is more complex and it is dependent on a long train of highly involved experiences.

NEW YORK STATE has set apart land on Tongue Mountain, near Lake George, on which are to be planted ten thousand trees as a forest memorial to Gene Stratton Porter, author, agriculturalist and arboriculturalist. There has long been, near Lake Saranac, New York, a forest memorial for Clara Barton.

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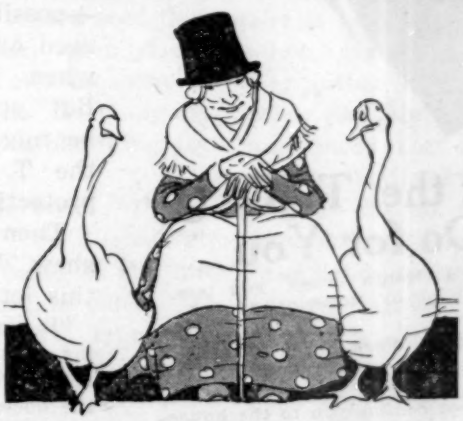

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Character Chats

By JOSEPH B. EGAN, A. M.

The Wonder Seeker

PRINCE YAKOUB sat on his royal throne and yawned. He was weary of everything about him. "Bring me a new wonder," he cried at last. "Bring it, if necessary, from the ends of the earth." Forthwith servants were sent on fleet horses, here and there, throughout the land, each with a purse filled with gold to buy and bring back a wonder that the eyes of Yakoub had never yet beheld. In a year and a day from the West came a rider bearing a casket in which lay a tiny elephant of white ivory, whose trunk was so skilfully jointed that it swung back and forth all day long. Prince Yakoub looked at it and yawned.

From the East came a swift rider bearing a ruby in which an ember of red fire seemed to glow with such a semblance of heat that no one dare touch a finger to the stone. Prince Yakoub picked it up and threw it to one side. Again he yawned.

From the North came a rider with a piece of ice, broken from the cavern of the winds. There was a chill in it so that it did not melt no matter how brightly the sun shone on it.

Prince Yakoub yawned and tossed it into a jar of water.

From the South came a rider with a seed that had such virtue that in one hour, when placed in water, it would spring up and blossom in blue flowers and cast down its seeds again. Prince Yakoub sent it forth as a plaything for the children in the courtyard.

"It is plain," said he, as he rose, "that I have fools to search for me. Now I shall go myself." At nightfall Yakoub came to the hut of a wise man high on a mountain side. "Is there a wonder anywhere about?" asked the Prince. The wise man stroked his silver whiskers and gazed at the man before him with deep, piercing eyes. "There is," he said simply. "Show it to me!" cried the prince eagerly. "I cannot," said the wise man, "for, behold, it lies in your own head. You are a foolish prince." "This interests me," said Yakoub. "Speak on!" "You go about, like a beggar, begging wonders of the world, when all the while, did you but know it, there is no greater wonder than your own understanding mind. What do the wonders of the world amount to, if there be no mind to see and understand them? Is there faith in the jewel that is dug from the deep mine? Is there hope in the sweep of the great seas or the stretch of the white sands that margin it? Is there charity in the uplifted hills, or the eyes of the blue stars that see the shepherds go to and fro following the sheep? Behold, O Yakoub, all these are yours. Faith, that believes that your servant is your brother and your equal in the greater kingdom. Hope, that sees in the ragged beggar at your gate a shining servant of the greater King. Charity, that stretches out your jeweled hand to every one that sorrows in the dust."

When the wise man had finished, Prince Yakoub stood silent a long time. "You are right," he said at last. "I was weary of the world about me and its wonders. Now I see that the real kingdom and the real wonders are within the soul and that of them there is never any weariness, since they are all alive with God.

The Call of Duty

THE schoolmaster listened attentively to the wailings of those who saw downward tendencies in modern youth. At last he yawned and roused himself. "Let me tell you a true story," he said. "Mary Anne is only a little girl fifteen years. She is inexperienced as the world goes. However, she is distinctly modern. She is as much a type of the new age as any other. Her mother has been dead several years. Her father is very ill with tuberculosis. The other day Mary Anne came into the office and announced that she must leave school. She wept as she spoke, for she appreciates her school, just as do all other members of the rising generation. 'My father is very ill,' she said, 'and needs constant care. My older sister is not any too strong. She has been staying indoors too much. It is my duty to remain at home so that she can get out more. We have tried our best to get help, but no one seems to want the kind of work we offer.' Of course, much as I wished Mary Anne to remain in school I could not stand in the way of her determination. She was faced with a higher duty than any classroom ever offered. I could merely counsel her for her own safety. Even here Mary Anne seemed wiser than her years. 'I understand the danger,' she said. 'We are very careful to boil all my father's dishes. We never bend over him when he coughs, and we let in plenty of fresh air.' Of course the school could not let Mary Anne completely sever her connections. It was finally arranged in such a way that

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Mary Anne is to come to school on her honor when she can. So you see," said the schoolmaster, "with such evidence as this before me I cannot share all this alarm. My private opinion is that there is more real spirit of service in the youth of today than in the youth of my day, and that is enough to prove to me that the spirit of man goes marching on to the great goal set for it by the Maker of all men."

Respect for Others

A FARMER in the Middle West once heard a great noise in the pasture. He rushed out of the barn. To his astonishment he saw a big steer leaping up and down with a door frame draped over his huge horns. Evidently the animal had, in some way, poked his head into a chicken coop, and, feeling his horns entangled, wrenched away the door frame and carried it off. To the surprise of the farmer the whole herd followed the frightened steer, goring him right and left with sharp horns, charging him with lowered heads and kicking at him fiercely with flying hoofs. Had not the farmer been able to drive the creature into another field the unfortunate animal would have been killed by his maddened fellows. The same tendency to destroy the unfit, or the unusual or misshapen exists among many other animals. Pigeons and crows will drive away members of the flock which have broken a leg or wing, and wolves will eat those unfortunates of their own kind which become caught in traps. In many ways man has the same tendencies as the lower animals. The new and unusual rouse in him a spirit of rebellion that has done much to retard the progress of the world. History is but the record of the battle between the present and the past, whether it be written about the laborer's struggle against the machine, the individual's struggle for greater liberty or the slow but steady resistance to every forward movement in literature, art, medicine or science in general.

What is true in the world about us is true also in the world within our own daily reach. What one of us has not felt the temptation to oppose someone who has come forth and championed a new style of dress, of cutting the hair, of speaking or doing any one of the million commonplace things of life? Our first impulse is to laugh, to sneer at him as being a queer person, to look at him askance, to talk about him to our neighbor and to shun him lest we, too, become the object of others' ridicule. And yet, we know by experience that the new triumphs if it marks an advance over older ways of living. The kerosene lamp fades before the gleam of the electric bulb, and the horse is lost in the dust of the automobile. We should learn, therefore, to have respect for the opinions and doings of others so long as they do not violate the moral or civic law. Instead of the sneer and the laugh we should look with steady eyes and sober face upon the new or the unusual and try to discover in it the thing that makes it worth while our copying.

Broadness of view is the sign of real character in any individual.

The Meaning of Education

NOT long ago a learned professor gave a lecture, in which he tried to tell his hearers the meaning of education. He began by telling what famous men of the past said about it. He brought forth the words of Plato and Aristotle and Socrates and Marcus Aurelius and then ended by giving his own ideas on the subject. The substance of all these thoughts, including his own, was this: Education is that process whereby man is made more capable of realizing his physical and mental ambitions. The greatest stress was laid on the thought that education is intended to fit man for a more perfect life here on this earth.

No one will deny, for a moment, this high purpose. Men must learn to use their physical powers, to conquer the world of forces about them, to live in harmony with one another, to grow in appreciation of beauty and order and law, but one must not forget that all these things are mere incidents to the great purposes behind our appearance on the planet. All these things are like paths under our feet and lanterns set at dark corners to guide us and comfort us on our journey towards a promised land. In order to understand what I mean one must know and believe that the physical world is placed about us like a great mist. It is composed of atoms and molecules and drops and worlds, but in itself, is dead and of no value until spirit comes and takes it in its live hands and shapes it into wonderful things such as birds and flowers and trees and men. In man, in the beginning, the spirit flickered like a feeble light, but as the centuries rolled away the light grew steadier and clearer, and in the eyes of men began to shine the sweet glory that comes forth from love. Today the gleam is stronger than ever before, which, of course, brings us back to the real purpose of education. If the growth of the spirit in righteousness and love and desire for all noble things is the aim of life, then that, also, is the purpose of education.

What a noble thing education becomes when we see it going about over the lives of men

like a sower of grain, sifting across the fields of the intellect, the seeds of the spiritual harvest that is to come.

The Good Man and the Noble Castle

A VERY good man lived on the outskirts of a dark city. People said to him: "You have plenty of money. Why do you not move away from here? How can you stand the roar of the machinery? How can you stand to have the sun darkened by the smoke? How can you stand to look at these sad people who go by your door every day?" But the good man always smiled, and answered: "Where the wheels roar, men toil. Hands shovel in the coal that causes all the smoke, and as for these sad-faced people, they are all my brothers and it is my duty to help them all I can." So the good man went about his own hard work, wearing a cheerful smile, passing along a happy word, and more than all else, doing every kindly deed within his power. Some days he went without his lunch to help the old lady who peddled oranges; at night he was to be found often at the bedside of sick friends; now and then he went down to the jail carrying a word of cheer to the unfortunates. The day came when this man's family was grown up. His wife died, and he was left alone in the world. Then he took counsel with himself. "It is evident," he said, "that I shall soon pass on. When I am dead I can no longer help my brothers. I shall build, therefore, while I live, a home for orphans, and leave money to take care of it and them. I shall then close my eyes, feeling that I have not lived in vain." Now it happened that a castle stood on the bright hills in a far land. It was not occupied, but servants labored all through the hours receiving lovely things with which to furnish it. There were pictures of smiling boys and happy girls. There was furniture of the most beautiful design that spoke of kindly deeds; there were rugs of softest wool over which the feet of many men had passed. When the dust was shaken from these things they were all set in place within the walls. One night the good man died and then lights flashed in the castle windows on the moonlit hill and happy beings waited by the door, and the man came and was led within, and he who led him through the spacious halls said gently: "Behold the work of your earthly hands, pictures and furniture and rugs and all other things the substance of the good deeds that you did."

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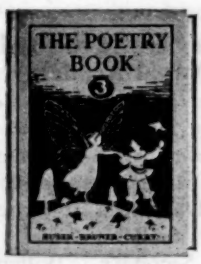

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EDUCATION IN ACTION

YOUTH NOT AFRAID TO THINK

Prof. Ernst Jackh of Berlin Finds American Youth Eager to Understand International Problems

While part of America is concerned with the frivolity, the jazz spirit and the general irresponsibility of youth, a European visitor tells us that American youth is thoughtful, constructive-minded, liberal.

Dr. Ernst Jackh, who makes this assertion, is president of the Hochschule fur Politik in Berlin, a university of political science. He has just completed his second visit to the United States. Altogether in his two visits he has spoken to young men and women in eighty-six colleges. What is equally important, they spoke to him. "Your youth," said Dr. Jackh when seen before he sailed for Germany, "is demanding spiritual leadership instead of formal authority. They are rejecting politicians and demanding statesmen; they are learning the difference between questions and problems. They are not afraid to think. Where the public in general is indifferent to the problems of the world, the international aspects of new alignments, new points of view, young men and young women undergraduates are interested and curious and anxious to know what is happening and to take part, spiritually and mentally, if in no other way, in international affairs. They do not speak of keeping out of 'entangling alliances'; they do not insist upon being let alone because an ocean separates the continents of Europe and America. Theirs is the spirit of the age in which wireless has made continents boundless and timeless. One thing happened almost invariably at my lectures. Instead of the students' interest ending with the lecture, it rose like a flame that was waiting for the wind to fan it. Questions and discussions often extended the hour's lecture to three and four and five hours. The depth and scope of their interest was amazing. They may have learned something from me, but I learned immeasurably more from them. Their points of view were not bound by convention or rule; they were thinking for themselves and asked me not for support of their opinions primarily, but for facts and explanations which would throw light on them."

Educational Trips Declared Successful

Boys in parts of Australia have been touring their country in an educational campaign that has been declared a success. They are members of the Young Australian league, which was organized to develop the youths of Australia. One party of 360 from West Australia has just completed a trip to Adelaide and Melbourne, and another composed of 170 from Sydney and 180 from Queenstown toured Canberra, Geelong, Ballarat and Melbourne. The special trains carrying the lads arrived in Sydney at the same time, and the travelers, headed by a twelve-year-old drum major, marched to the town hall to be welcomed by the mayor, partake of a dinner and listen to an organ concert.

Extension Classes Meet Teachers' Needs

More than 6,000 teachers were enrolled in Indiana last session in extension classes conducted by standard colleges and normal schools of the state in connection with teachers' institutes. "Courses are chosen with a view to meeting the professional needs of teachers, and textbooks are selected by the board of the reading circle of the State Teachers' Association, of which the state superintendent is ex-officio a member," the Board of Education announced. Ten subjects were offered for study during the session 1925-26 and in all 235 classes were conducted, with a total enrollment of 6,184. Present interest in ethics and religion was shown by an enrollment of 3,616 for the course.

Honor System At Texas University

Much excitement resulted on the University of Texas campus when the honor council announced its intention of posting names of those found guilty of cheating in examinations. A straw vote was taken by the Daily Texan revealing 108 students in favor of the plan and 384 opposed. The next move will be an amendment to the honor system prohibiting this disciplinary measure.

Cornell Memorial Will Aid Chinese

Cornell University trustees announce that a fund of $6,000, established by the class of 1901 in memory of Willard Straight, will be used in aiding needy Chinese students to obtain an education. Classmates of Mr. Straight, in establishing the fund, recalled his interest in the Chinese and his efforts to cement the friendship between China and the United States. He spent three years in the United States consular service in China. The class has expressed a wish that Sao-ke Alfred Sze, Chinese Minister at Washington and a member of the class, be consulted in the selection of students to benefit. During the last twenty years an average of fifty Chinese have been students at Cornell yearly.

Duse Fellowship To Be Awarded

The Eleonora Duse Fellowship will go this year, as in the past, to a college graduate of either sex, born in the United States or Canada, who possesses a speaking and reading knowledge of Italian, and who has made definite plans for research work in an Italian university. Whoever wins the right to the fellowship will receive a stipend of $1,200 for a scholastic year of travel and research work in Italy. Applications for the award must be received before May 1 by the Italy-America Society, 25 West Forty-third street, New York City.

Survey Is Advocated For Naval Academy

Secretary Wilbur has expressed the opinion that a civilian commission for the examination of courses of study in civilian universities and colleges is needed as much or more than in the case of the United States Naval Academy. Secretary Wilbur explained that he had received a letter from Dr. J. R. Angell, president of Yale University, suggesting the appointment of such a commission "to make an intensive study of the work of the academy, and to report recommendations for enabling the Academy to meet more adequately the demands of the naval service."

Rockefeller Aids School Experiment

John D. Rockefeller, Jr., has contributed $250,000 toward the $1,000,000 fund which the Ethical Culture School of New York City is raising for the pre-professional schools which it will build. The pre-professional schools represent an attempt to combine a specialized education with a fairly broad general culture in a course which will not take up an unreasonable part of the student's lifetime.

Education is Nation's Biggest Industry

Greater in assets and expenditure than any of our vast industrial corporations is American education. The amounts spent in training the minds of both the very young and those who have passed the heyday of youth are larger in the aggregate than the ordinary expenses of the national government. Taking as a whole the school expenses of the United States and the privately financed institutions of learning of all kinds, the total resources of the educational activities of the United States are $6,462,531,367. The United States Steel Corporation with assets of $2,445,643,331 ranks next. The annual expenditures of the schools are $2,386,889,132. There are 263,280 schools. The number of instructors, public and private, totals 919,634, and the number of pupils and students is placed at 27,372,007. The "ordinary expenditures" of the national government, using the 1927 appropriation figures, are $1,904,240,288.

Favors Changes in College Curriculum

Dr. C. Mildred Thompson, dean of Vassar College, speaking at the New England Conference on Mental Health in Schools and Colleges, declared that the college curriculum should be adapted to the student, getting further away from the present method of compelling the student—or attempting to compel the student—to adapt himself to the curriculum. Dean Thompson stated that there must be a large elimination of the physically and mentally unfit from the colleges, pointing out that the physically handicapped student has much greater chance to succeed than the student mentally handicapped. She urged that it is for mental hygiene to educate the student to healthy mental habits, and added that mental hygiene can diagnose and advise in case of mal-adjustment.

Truancy May Be Start of Crime

The present "inflexible system" of compulsory education has come to be a breastwork in the outer defences of organized society against which the strong-willed child first tries the strength of his individuality, the sub-committee on causes of the New York State Crime Commission reported at the completion of a study of 201 cases of truancy. The truant is a new problem, the sub-committee found. Before compulsory education the truant was a hero to his playmates and a victor over the school system. "Three decades ago a child who was disinclined to attend school," the report stated, "disinterested or ungovernable, was politely but firmly expelled. There was no formality attached to his going." At the present time the truant is up against the cold facts of a system that is hard to beat—one that does not solve its problems by ignoring him, but by paying consistent attention to him. It is from this system the sub-committee believes that the child receives its first opportunity to try his will against organized society.

Luxury Dormitory to Rise in Cambridge

A new dormitory hotel, privately owned and managed, for the exclusive occupancy of Harvard undergraduates, will be built in Cambridge near the former Gold Coast district of Harvard. The cost will be between $250,000 and $400,000. The dormitory will combine all the appliances, fixtures and facilities of a modern structure. In each bedroom there will be folding beds, and instead of bathtubs each suite will have showers built into the wall. Porters and servants will be at the service of the occupants, elevators will be at hand, and maids and bellboys will be available at all times. Prices for the rooms will vary from $250 to $800 for the college year. The average price will be about $400.

Male Stenographers Fail in Spelling Test

Business men in New York City may be tired of flapperish girls taking dictation and punching typewriter keys, but they can't help themselves. Boys and young men are available as stenographers, but it seems that they do well to spell their own names. The West Side Branch of the Y. M. C. A. was stormed by men recently when it revealed that business men prefer male stenographers. Eighty-one applicants were examined, A. H. Eicholz, education secretary, said, and sixty-nine of them could not spell or punctuate. Twenty of them were not even neat. Results were compared with figures of employment agencies for girls, and the boys and young men were not in the running. Some girls could not spell, it was admitted, but not a girl ever turned up for a job without looking her very best.

Students of Law Have 113 Trades

Study of law attracts men and women from many professions and trades, according to Dr. Everett A. Churchill, dean of the Northeastern University School of Law, Boston. One hundred and thirteen occupations are represented by 1,212 students taking the evening law course at Northeastern this year. The most common pursuits followed are banking, teaching, accounting, selling and managing. A bank could be run by Northeastern law students, with 2 assistant treasurers, 4 cashiers, 6 credit managers, 8 investment brokers, 10 auditors, 11 tellers, 18 claim adjusters, 41 bookkeepers and 50 accountants, of whom 18 are C. P. A.'s.

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Schools to Display Ten Commandments

The Ten Commandments will be conspicuously displayed in every public schoolroom in the State of North Dakota, under terms of a legislative bill signed by A. G. Sorlie, governor. The measure provides in part: "It shall be the duty of the school education of every school district and the president of each and every institution of higher education in the state, which is supported by appropriations or tax levies in this state, to display a placard containing the Ten Commandments of the Christian religion in a conspicuous place in every schoolroom, classroom or other place in said school where classes convene for instruction."

College Head Wears $1.00 Cotton Suit

Paul W. Horn, president of Texas Technological College, Lubbock, Tex., insists that he is the "best dressed man in Texas." He proudly wears a suit manufactured at the school mill. The cloth was made from Texas cotton and cost only $1. "My suit," he says, "is positive proof of the practical work being done at the college. What has been done here can be repeated by regular mills. That is why Texas will in the near future be a leading economic state instead of one cramped by lack of development."

Contractors Return Savings to University

Because they were able to build more economically than they foresaw, a firm of Chicago contractors has returned to Northwestern University the sum of $153,872. The act was described by Walter Dill Scott, president of the university, as "an extraordinary demonstration of business integrity and generosity." After obtaining the commission the firm announced it would try to be economical and return to the university eighty-five per cent. of any money saved. "This most generous arrangement has been kept to the letter," Dr. Scott said. "This particular act of the contractors is unusual in business practice."

Course on War At Wesleyan Urged

The student survey committee of Wesleyan University, Middletown, Ct., composed of seventeen representative undergraduates, after a half year's investigation has turned in a report covering curriculum, administrative and extra-curriculum problems to President Lukens McConaughty. A larger and better paid faculty, several new courses, permanent limitation of the undergraduate body to 600, fewer scholarships, establishment of a college union and a department of drama, and special privileges for honor students are among the recommendations. The immediate establishment of a course in "War: Its Causes and Cure" is urged as one of the needed additions to the curriculum. The purpose of the war course would be to give a background of facts so that the educated man would be capable of recognizing the various factors making conflict and could take steps to eliminate them.

Autos Barred, Takes to Plane

At least one Princeton University student, deprived of using an automobile near the campus by the ruling of the Board of Trustees, has taken to the air. He is George Lambert, a senior, of St. Louis. He travels about in a biplane, which he intends to pilot in an air meet in Missouri. Dean Christian Gauss, sponsor of the anti-automobile decree, said he did not think airplanes would become popular among the students and saw no reason for barring them. Lambert has obtained Dean Gauss's permission to fly over the university.

Freight-Train Library Keeps Up With Loggers

A freight train library for loggers, with a locomotive to draw it from one lumber camp to another, is one of the latest developments in American library service, reports the American Library Association. The railroad book service is carried on in Montana by the Missoula County Free Library in co-operation with the Anaconda Copper Mining Company. The car is stationed at the camps and is moved farther into the forest as the logging advances. The inside of the car is lighted, heated and comfortably furnished with reading table and arm chairs. At one end is the librarian's office. Last year more than 5,000 men visited the car and 3,200 books were lent.

Wyoming Pupils Ski to School

Great distances and blinding snowstorms fail to keep Wyoming children out of school. When snows are deep along the continental divide and roads are blocked, early morning at the district schoolhouse finds boys and girls skiing and snowshoeing in from every direction. Some of them have dog teams and sleds. Covered wagons, which give protection from biting winds, are used in some districts, with horsedrawn sleds to serve when the snow is deep. Many students ride horseback. In consolidated rural districts, where winters are milder, closed motor buses are used entirely. Fewer children play hookey than in cities where the school is just around the corner.

Stenography Seen As Entry to Business

Although the 1,480 jobs filled by women students at Columbia during the last year included dishwashing, painting and serving as waitresses and demonstrators, Nicholas McDowell McKnight, secretary of appointments at Columbia University, declares that stenography is practically the only means by which women can enter the business world. "Our experience very definitely indicates that there are relatively few opportunities at present for women to enter into commercial work other than those of stenographic nature," he said. "For women with business experience other channels are open, but for the beginner stenography is the usual way."

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Yale Limits Next Law Class to 100

Only 100 students will be admitted to the Yale Law School's first year class this fall, Robert Hutchins, acting dean of the school, recently stated. "We do not care to admit more men than we can train thoroughly," said Dean Hutchins. "We do not care to admit men not qualified to profit by that training. Our resources and accommodations are limited. We have been compelled to choose between giving inadequate preparation to large numbers, many of whom would not make creditable members of the bar, and giving the best possible preparation to a smaller number, all of whom should make creditable members of the bar."

The Commission on the Curriculum of the Department of Superintendence, National Education Association, met at the National Education Association headquarters, Washington, April 11 and 12. Members of the commission on the curriculum are engaged in a four-year task of developing and reconstructing the course of study for the public schools of the United States. Especial attention was directed toward the development of the senior high school curriculum.

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TREND OF THE TIMES

PHONETIC EXPERTS are now turning from efforts to spread phonetic spelling in order to devise a telephonic language suitable for transatlantic telephony. As this trans-ocean service will be used more extensively for business than for the exchange of friendly felicitations, the first need is for a commercial code to be used as codes are used in cable messages. Brevity, clarity and secrecy are required for an ocean radio telephone language.

ELECTRIC RAILWAY trackage total of the United States has decreased only four per cent. from its peak, 45,835 miles, in the year 1917, despite inroads of buses and operation of motor vehicles by electric railways and the occasional abandonment of cross-country railways.

JAPANESE CHILDREN, with the sanction of the Department of Education, will be permitted to contribute one yen to the International Children's Friendship Association for the purchase of dolls to be sent to American children in appreciation of their doll gifts to the Japanese. Recently Japan received 11,000 dolls from the school children of the United States.

LONG-RANGE SEARCHLIGHT "gun" using an eighteen-inch searchlight that flashes pictures and images on clouds, buildings and smoke screens has been perfected. Projectors with a sixty-inch searchlight that will throw a picture five miles are now feasible. Just as sky-writing from airplanes has proven popular, it is believed this new projector will find a place in advertising.

RADIO BEACONS recently successfully guided an airplane flying at night from Detroit to Dayton and return. The flight was said to have been the first in the history of aviation in which an airplane has been guided perfectly by radio from separate fields, with the messages tabulated in co-ordination.

SOVIET ARMENIA, if it has not earned prosperity and entire independence, has at least been accorded a stable government. After hundreds of years of wandering, evictions, massacres and oppression, the Armenians at last have a real national home and security from attack and massacre by the Turks. Subsidies from Moscow are aiding the Armenian government to build cotton mills, factories, hydro-electric plants, irrigation works and highways.

FRANCE'S EXECUTIONER recently called on Premier Poincare to complain that too many death penalties are being commuted and his trade is thus being ruined. He wanted more heads to fall or he wanted more per head. He complained that there were eight idle months and that his organization could not survive unless there were more, or better paid, deaths.

SNUFF USERS in the United States consumed 38,500,000 pounds of snuff last year, valued close to $50,000,000. Figures based on Government stamp sales show that the present consumption of snuff is almost three times what it was in 1900. Last year the government collected $6,930,000 in taxes on snuff.

SELF-ANSWERING PHONE has been devised by a Swedish inventor. It receives telephone messages in the absence of the householder and reproduces them on his return. It is attached to an ordinary telephone and directly connects the device with central. The conversation is received on a highly sensitive material which later reproduces the message.

HIGHWAY SYSTEM 10,000 miles long and linking nineteen nations of North, Central and South America is being sponsored in Congressional bills by Senator Cameron of Arizona and Representative McLeod of Michigan. The proposed highway would start in Canada, cross the United States, Mexico and the countries of Central America to the Panama Canal, where the South American roadway from Buenos Ayres would join it.

CENSUS TAKING is generally accepted as a universal practice in Western lands, yet a considerable part of the world has never had its population enumerated. The census is not taken in Persia, Afghanistan, the Indo-Chinese peninsula, half of Africa, parts of South America and most of China. The census as we know it today is 241 years old.

WORLD GOLD movement which in the first two months of 1927 has converged heavily on the United States has resulted in building up in the vaults of the United States Treasury and the Federal Reserve banks the greatest treasure in coin and bullion ever accumulated within a single country since the world began, a treasure of $4,585,787,000.

The BOOK TABLE

ESSENTIALS OF JUNIOR HIGH SCHOOL MATHEMATICS. Book One, Book Two, Book Three. By Samuel Hamilton, Ph.D., LL.D., Ralph P. Bliss, Ph.D., and Lillian Kupper, Ph.D. Cloth. 212 pages each. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Nowhere does the coming of the junior high school have a clearer demonstration of the new order of things than in the texts in mathematics, and nowhere is this departure clearer than in these books in which a brilliant director of the mathematics of a prominent Brooklyn high school, assisted by Dr. Lillian Kupper, transforms one of the most famous series of arithmetics created a few years ago into the most strikingly successful books that meet a situation undreamed of when Dr. Samuel Hamilton created the most satisfactory textbooks of a few years ago.

Those of us who were highly appreciative of Dr. Hamilton's creations can but be surprised, yes, amazed that it has been possible to make books keenly adapted to the physical and mental changes of the adolescent years and, what is almost more significant, use illustrations new born in the industrial and commercial, yes, domestic and social changes of the last decade.

We have not seen the distinction between a problem and an example so vividly presented as here. The frequent sections of "Problems Without Number" makes it inevitable that teacher and student realize that it is not only unnecessary to perform the example created by the solution of a problem, but that it is fiercely vicious from every point of view, and yet it was always the only test of the solution of a problem that the child got the correct answer in the performing of the example. A mistake in addition or division made the solution of the problem incorrect when the correct subtraction or multiplication had no more relation to the solution of the problem than a flat tire has to the spark plug.

"Essentials of Junior High School Mathematics" faces the new school situation with an eye to the child's development rather than to the perfunctory routine of the four "fundamental" processes.

THE POETRY BOOK. By Miriam Blanton Huber and Herbert B. Bruner, both of Teachers College, Columbia University, and Charles Madison Curry, formerly of Indiana State Normal School. Illustrated by Marjorie Hartwell. Ten Volumes. First, 42 Authors, 108 Poems. Second, 67 Authors, 92 Poems. Third, 65 Authors, 106 Poems. Fourth, 66 Authors, 89 Poems. Fifth, 66 Authors, 73 Poems. Sixth, 55 Authors, 91 Poems. Seventh, 61 Authors, 82 Poems. Eighth, 55 Authors and 78 Poems. Ninth, 69 Authors and 90 Poems. Tenth, Children's Interest in Poetry. Key to the other nine books. Published by Rand, McNally and Company, Chicago and New York.

See editorial on "Poetry Book" in this issue.

NEW SCHOOLS FOR OLDER STUDENTS. By Nathaniel Peffer. Cloth. 250 pages. New York: The Macmillan Company.

This is a report on studies made for the Carnegie Corporation. It is an heroic attempt to improve the reading of those who can and do read. "To construct and set in motion at prodigious social cost an engine to liberate a people in order that it may be able to read tabloid newspaper is worse than wasteful—it is ridiculous."

Here is a characteristic sentence in speaking of culture with which this study in a way has to do: "Culture is laden deep with associations of classical snobbery, cobwebbed scholasticism, pedantry, traditionalism. Yet the word is symbol of an honored and honorable concept." This is a highly valuable study, all the more valuable because it faces squarely the situations that are not wholly satisfactory.

The Open Forum is a popular phase of adult education in some states. Of the 195 in 32 states, more than one-fifth (40) are in Massachusetts, 32 in New York, 16 in Connecticut, 16 in Ohio, 12 in New Jersey, but three-fourths of the 32 states with Open Forums have fewer than five, and nine have only one. This book is a source book of information of various kinds and of varying values.

LEARNING HOW TO STUDY AND WORK EFFECTIVELY. By William Frederick Book, Indiana University. Cloth. 466 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A plan for study is as important as a plan for work. To study without a plan is as wasteful of time as whittling without making anything.

Professor Book has heightened his reputation for clear thinking and attractive statement of situations by his recent publications, and this is not only one of his best productions, but one of the most helpful professional books of the season. No one has stated more effectively than is here stated the significance of effective study in the art of learning. He organizes his own thinking and writing with effective skill. His arrangement of exercises, his attention to the formation of personal habits and the way to measure the effectiveness of thinking are fresh and invigorating. We enjoy Professor Book's book genuinely.

THE HUMANE GUIDE. A Manual for Teachers and Humane Workers. By A. E. Frederick, LL.D. Cloth. Published by Wisconsin Humane Society, Milwaukee.

'The Humane Guide" is intended as a manual for teachers and humane workers. Its aim is not to present a mass of humane material, but rather to put a liberal variety of practical humane thought into a concise and usable form. While there is much material now available, it is not so collected and arranged that the busy teacher can use it without considerable work in preparation.

The teaching of humane subjects in schools is now required by law in twenty-three states. Those which now have compulsory humane education laws are the following: Alabama, California, Colorado, Connecticut, Florida, Illinois, Kentucky, Maine, Massachusetts, Michigan, Nevada, New Hampshire, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Utah, Washington, Wisconsin and Wyoming.

There are forty essays or lessons, sufficient for the humane instruction of a class for an average school year, and intended for all grades above the primary. The essays are short and simply written, have a moral tone, and are sufficiently varied in subject matter to command the interest of the pupil. They touch upon many of the most usual cases of neglect and cruelty, and also present helpful suggestions for the proper care of animals.

Books Received

"The Nation's Schools." By H. Bompas Smith. New York: Longmans, Green and Company.

"Modern Educational Theories." By Boyd H. Bode. New York: The Macmillan Company.

"Economic Geography." By John McFarlane. New York: Isaac Pitman and Sons.

"Rural Life at the Crossroads." By Macy Campbell.— "The Brooklet's Story." By Alexis Everett Frye.— "Making the Most of Agriculture." By Theodore Macklin, W. E. Grimes and J. H. Kolb.—"Economics or the Science of Business." By Delos O. Kinsman.—"The Buckingham Osburn Searchlight Arithmetics, Introductory Book." By B. R. Buckingham and W. J. Osburn. Boston: Ginn and Company.

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A pretty girl who was collecting contributions for a hospital approached a man sitting at the wheel of an expensive car. "No," was his surly answer. "I contribute regularly to that hospital."

"No doubt," said the pretty girl, "but we're collecting money today, not pedestrians."

Probably

A professor, coming to one of his classes a little late, found a most uncomplimentary caricature of himself drawn on the board. Turning to the student nearest him, he angrily inquired:—

"Do you know who is responsible for that atrocity?"

"No, sir, I don't," replied the student, "but I strongly suspect his parents."—Voo Doo, of M. I. T.

May Be So

"You are charged with selling adulterated milk," said the judge.

"So I understand, your honor," said the milkman. "I plead not guilty."

"But the testimony shows that your milk is 25 per cent. water," said the judge.

"Then it must be high-grade milk," returned the milkman. "If Your Honor will look up the word milk in your dictionary you will find it consists of from 80 to 90 per cent. water. I should have sold it for cream."—Forbes Magazine.

Birds of a Feather

"Mamma, this paper says that cattle when with other cattle eat more and fatten better than when kept alone."

"Yes, my child. I guess that is right."

"Well, Mamma, we must be like cattle."

"Why, what do you mean, child?"

"We always have more to eat and eat more when we have company."

Frugality, Always

A Scotchman, wishing to know his fate at once, telegraphed a proposal of marriage to the lady of his choice. After spending the entire day at the telegraph office, he was finally rewarded late in the evening by an affirmative answer.

"If I were you," suggested the operator, when he delivered the message, "I'd think twice before I'd marry a girl that kept me waiting all day for an answer."

"Na, na," retorted the Scot. "The lass who waits for the night rates is the lass for me."

The Mathematician

The Sergeant was taking the recruits' squad.

"For the last time," he shouted, "I ask you the simple question 'What is a fortification?'"

The recruits stood fast to a man. No one answered. Striding up to the most intelligent-looking man, the N. C. O. bawled: "Tell me, what is a fortification?"

That answer came like a cork out of a bottle:—

"Two twentifications, Sergeant!"

—Bombay News.

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JOURNAL MAIL BAG

The Split Infinitive

Editor, Journal ot Education:

I am interested in Mr. Curme's brief defence of the split infinitive, as printed on Page 235 of the Journal of Education. While I agree with him that there is a complete difference of meaning between "he failed completely to understand it" and "he failed to completely understand it," I can by no means agree with his conclusion that it is necessary to use the split infinitive in order to indicate the extent of his understanding.

To my mind, a much more elegant sentence—and one which will stand every grammatical test—is "he failed to understand it completely." With this possibility, I see no reason or need to split the infinitive, and since in these days of hasty writing we are too prone to grasp at every straw afforded, I wish to call to attention the alternative construction.

Your Mail Bag Department is a valuable addition to your already valuable paper.

Very truly yours,
Reginald Stevens Kimball.
Editor Current Events Guide,
Columbus, Ohio.

Diphtheria at School

Editor, Journal of Education:—

Diphtheria is one of the common contagious diseases of childhood which is most commonly contracted at school. Twenty-five years ago it was a veritable scourge with a very high mortality. Today this mortality has been reduced to about ten per cent. of what it was, and we have the means of completely eliminating it.

The highest mortality from diphtheria occurs at about four or five years of age. From there on it decreases steadily until maturity, when its occurrence is very infrequent.

In congested sections of great cities children acquire a certain immunity from many minimal exposures so that tests made on the East Side of New York showed that eighty-seven per cent. of the children were immune, while similar tests in the country always show a much smaller percentage.

Diphtheria is always caused by a particular germ. A direct result of infection is the growth of a false membrance in the throat which secrets a toxin or poison which acts directly upon the heart and the central nervous system. The microbe causing this disease may be easily grown in the laboratory and will always cause the disease.

About twenty or twenty-five years ago there was developed an anti-toxin which neutralizes the toxin or poison of the disease. This also can be developed in the laboratory, and is nearly always effective if given within one or two days of the time of infection, but it is much less effective if given a little later. This anti-toxin has no bad effect, and may safely be given to any child.

When given to children who have been exposed, but have not taken the disease, it confers a passive immunity which lasts for five or six weeks.

The greatest danger of diphtheria probably comes from the fact that certain persons are carriers of the disease without actually having it. These children have the diphtheria germ in their throats although they do not themselves have the disease.

Recently there has been developed a test known as a Schick test to determine whether or not the person is susceptible to diphtheria. A very small portion of the toxin is injected just under the outer skin. If a red spot develops around this, the person is susceptible, and should then be given a small dose of the toxin along with the anti-toxin. This is repeated two or three times and then renders the person immune to the disease. As to whether this immunity is permanent or not we can not be sure, but we know that it has lasted for eight years in a number of cases that have been especially tested.

Henry S. Curtis.
Olivet, Michigan.

Answers to "What Is Your Professional 'I. Q.' ?"

[Questions are on Page 420.]

1. Massachusetts.
2. Herbert Quick.
3. William and Mary College, Virginia.
4. Botany and also as Professor of Harvard.
5. David Starr Jordan.
6. Professor S. M. Babcock of State University of Wisconsin.
7. Edward Eggleston.
8. W. J. O'Shea, New York City.
9. Indiana. E. H. Lindley; W. A. Jessup; Rufus von Kleinsmid; Lotus D. Coffman.
10. Boston.

Meetings To Be Held

APRIL.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

MAY.

3: Simplified Spelling Board: Godfrey Dewey, Lake Placid, N. Y. New York City.

3-4-5: Junior and senior high school principals of Massachusetts at Framingham Normal School. Note change of date and place. For reservations write Dr. James Chalmers, Principal Framingham Normal School. G. A. Tuttle, secretary.

5-6: American Council on Education, R. M. Hughes, Miami University, Oxford, Ohio; Washington, D. C.

14: New England Modern Language Association: Michael S. Donlan, Dorchester H. S. for Boys, Boston, Mass.; Boston, Mass.

21-28: National Congress of Parents and Teachers: A. C. Watkins, 1201 16th St. N. W. Washington, D. C.; Oakland. California.

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.; Seattle, Washington.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Ilinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

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